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ABSTRACT

This guide describes the benefits of and implementation procedures for educator externships, worksite experiences that help teachers improve their teaching. Benefits for teachers, business mentors, and students are described. Teachers become more aware of the changing competencies, skills, and attitudes needed in the workplace, establish links with employers and learn to apply classroom subject matter to real world applications; and business mentors gain a realistic perspective of teaching and learning in schools today, develop connections with teachers and students, help influence school curriculum and instructional practices, and help prepare students with the skills they need to enter the work force. Students whose teachers have had an externship have an opportunity to understand how what they learn in the classroom connects to real-life applications, to participate in an active learning environment, and to identify the skills and competencies required to be successful citizens, family members, and workers. The guide, based on a program in Colorado, provides information and documentation for conducting an educator externship program. The following materials are provided: (1) timeline; (2) course syllabus; (3) flyer and registration form; (4) an information packet consisting of a confirmation letter, a career interest pathway selection form, description of career interest pathways, and Colorado workplace competencies; (5) an information packet consisting of an agenda, a list of pre-orientation expectations, and PathFinder instructions for a database on the World Wide Web; (6) an employer packet with a letter to employers and a description of the role of employers; (7) a lesson plan format; (8) evaluation forms for educators and employers; and (9) a list of five references. (KC)

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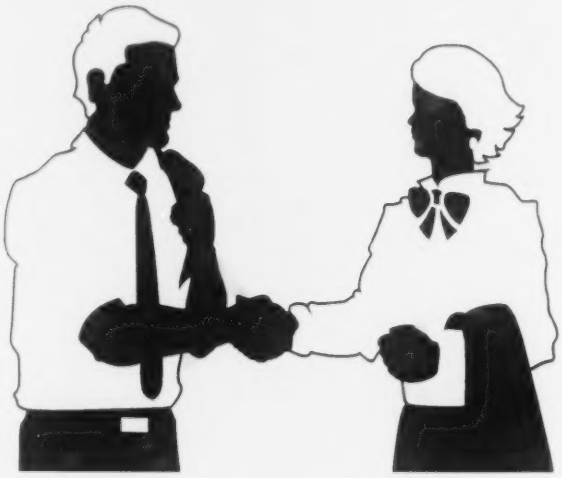
EXTERNSHIPS:

EMPLOYERS AND EDUCATORS IN PARTNERSHIP



A Cookbook for Success

by Darla Bennett

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Externships:

Educators and Business in Partnership

June, 1999

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Introduction

What is an externship?

An educator externship (sometimes referred to as an internship), is "traditionally defined as a work site experience where participants complete a series of activities, and, after a period of reflection, produce a demonstrable product that can be used to improve their teaching" (Sargent & Ettinger, 1998).

Why should I participate?

Many educators have had little or no recent exposure to the changing workplace. To demonstrate the value of learning beyond high school, it is important that educators be familiar with the various workplace settings where students will function as citizens, family members, and workers. Externships provide a professional development component that can help facilitate authentic learning experiences for students.

What are the benefits of participating in an externship?

Teachers benefit from:

⇒ Increased awareness of the changing workplace competencies, skills, and attitudes that students will need to be successful.
⇒ An opportunity to gather information to aid in the design of curriculum.
⇒ Enhanced subject expertise.
⇒ Application of classroom subject matter to real world applications.
⇒ Participation in a vital professional development opportunity.
⇒ Establishing links with employers.
⇒ Ability to bring knowledge of the business world into the classroom.
⇒ Ability to provide an exciting learning environment that will help students understand the importance of strong academics, how they apply to the world, and the career opportunities available to them.
⇒ Academic credit.

Business mentors will have the opportunity to:

⇒ Make a positive impact on classroom curriculum and instructional practices.
⇒ Aid in preparing students with the skills they need to enter the work force.
⇒ Gain a realistic perspective of teaching and learning in schools today.
⇒ Develop personal connections with educators and students.

Students will have an opportunity to:

⇒ Understand and experience how what they learn in the classroom connects to real life applications.
⇒ Participate in an active learning environment.
⇒ Identify the skills and competencies required to be successful citizens, family members and workers.

Timeline

Timeline

January

Identify:
- Needs
- Objectives
- Strategies
- Outcomes

Develop course syllabus and submit to Adams State College

Design Flyers/Registration Forms

February

Mail Flyers/Registration Forms

Create Packet One
- Confirmation Letter
- Pathway Selection Form
- Pathways Description
- Course Syllabus
- Colorado Workplace Competencies

Develop Course Agenda

Develop Pre-orientation Expectations

March

Mail "Packet One" as registration forms are received.

Develop "Employer Packet."

Begin recruiting business partners

Create "Packet Two"
- Instructions Letter
- Course Agenda
- PathFinder Instructions
- Pre-Orientation Expectations

April

Mail "Packet One" as registration forms are received.

Continue to recruit business partners.

Enter business profiles into PathFinder.

Mail "Packet Two" to participants.

Mail "Employer Packet."

May

Mail worksite placement confirmations.

Prepare classroom materials.

June

Conduct workshop.

Conduct evaluations.

Send Thank You letters to business mentors.

Develop product (lesson plans).

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Course Syllabus

'99 Summer Externship:
Educators and Employers in Partnership
Extended Studies — Adams State College

I. **Course Code**: TBA
II. **Course Title:** *Educators and Employers in Partnership*
III. **2.0 Credit Hours**
IV. **Classroom Lecture and Presentation:**
- Prior to June 11: 6-hour pre-orientation with business mentor
- June 11, 1999 : 8:30 a.m. - 4:30 p.m. - Classroom orientation (1/2 hr. lunch)
- June 12-18, 1999: A minimum of 24 hours for practicum in the workplace
- June 24, 1999: 8:30 a.m. - 4:30 a.m.- Classroom Presentations (1/2 hr. lunch)

V. **Instructor:** Robert Dolan, M.A.
VI. **(Course) Location**: Glenwood Springs, Colorado
VII. **Office Hours**: By appointment
VIII. **Telephone**: (970) 945-6558, ext. 112

IX. **Course Description:**

This course offers K-14 educators a professional development opportunity that will: (a) enhance subject expertise; (b) increase awareness and knowledge of changing workplace competencies, attitudes, and skills that students will need to succeed in the world of work; (c) provide a dialogue between business personnel and educators; and (d) provide examples of realistic or real-world problems that will enable students to understand the importance of strong academics and career opportunities. Participants will use experiences gained through a practicum with local businesses to develop and implement integrated curricula and/or career guidance activities.

X. **Course Objectives:**

1. Design lesson plans that integrate "specific" academic content standards and workplace competencies and/or career guidance activities.
2. Identify business resources that will enhance instructional strategies to promote relevant classroom learning and/or student career guidance.

XI. **Texts, Readings, and Instructional Resources:**
Instructor prepared handouts.

XII. **Course Requirements, Evaluation Procedures, and Grading Policy**:

- Mandatory attendance at both class sessions.
- Demonstrated understanding of using PathFinder to search for work-based learning opportunities.
- Six-hour pre-orientation with business mentor.
- Full 24 hours cumulative worksite time for practicum.
- Development of at least two lesson plans that integrate specific academic content standards, workplace competencies, and career relevance, or a counseling unit that incorporates career guidance activities (i.e. curricular pathways for specific occupations).
- Individual documentation of the practicum component through journal entries.
- Site visitation by instructor with business mentor and participant (approx. 30 min.).

Grades will be Pass/Fail. A passing grade will require meeting the above criteria.

Flyer and Registration Form

'99 Summer Externship

Educators and Employers in Partnership

K-14 EDUCATORS

This course is a collaborative effort among the Region Six School-to-Career Partnerships, the local business community, and Adams State College to offer K-14 educators a professional development opportunity that will: (a) enhance subject expertise; (b) increase awareness and knowledge of changing workplace competencies, attitudes, and skills that students will need to succeed in the world of work; (c) provide a dialogue between business personnel and educators; and (d) provide examples of realistic or real-world problems that will enable students to understand the importance of strong academics and career opportunities.

WHERE: Classroom portion will be held in Glenwood Springs. Externship portion may be completed in participant's home town.

June 11 - 24, 1999

Participants will spend a minimum of 30 cumulative hours at a workplace with a business mentor and 15 hours in the classroom developing instructional strategies that integrate specific academic content standards with workplace competencies and career relevance and/or career guidance activities. For more information contact Darla Bennett, Region Six Coordinator at (970) 947-0851.

Prior to June 11: 6-hour pre-orientation with business mentor
June 11: 8:30 a.m. - 4:30 p.m. - Classroom Orientation
June 12-19: A minimum of 24 hours practicum in the workplace
June 24: 8:30 a.m. - 4:30 p.m. - Classroom Presentations

There is no charge for the workshop, but two semester hours of graduate course credit will be available from Adams State College at the participant's own expense.

Registration Deadline: April 15, 1999. Enrollment Limit: 25
Because of the amount of coordination required, no late registrations will be accepted.

'99 Summer Externship

Educators and Employers in Partnership

Please return this form to:

REGISTRATION FORM
'99 Summer Externship:
Educators and Employers in Partnership

YES! I am interested in participating in the '99 Summer Educator Externship.

I am a: Teacher ☐ Counselor ☐ Administrator ☐

Name: _____

School: _____

Mailing Address: _____

City: _____ Zip: _____

Phone: _____ Fax: _____ e-mail _____

The best time to reach me is: _____

Subjects I teach: _____

Grades I teach: _____

REGISTRATION DEADLINE: April 15, 1999
ENROLLMENT LIMIT: 25
Due to the amount of coordination required, no late registrations will be accepted.

Packet One

- Confirmation Letter
- Career Interest Pathway Selection Form
- Career Interest Pathways
- Colorado Workplace Competencies

Date

Name
Address

Dear :

Thank you for your interest in participating in the '99 Summer Educator Externship. This letter serves as confirmation of your registration in the course. In order to meet the hours required by Adams State College for two credits, it was necessary to extend the hours for the first day of the workshop to 8:30 a.m. - 4:30 p.m. The intent of the externship is to connect the classroom to the world of work through the broad curricular eyes of educators from kindergarten through college. The expectations and requirements for this course include:

1. Using the Central Rockies PathFinder database to search for and select an externship opportunity with a business mentor. To be completed before May 15. (Instructions will be mailed at a later date.)
2. A six-hour pre-orientation with the business mentor to be completed before June 11, 1999.
3. Mandatory attendance at both class sessions, June 11 and 24, 1999.
4. Bringing a copy of your district's academic content standards for your specific area of teaching and an example of a current lesson plan that you are using, or, if you are a counselor, bring a career counseling approach that you currently use.
5. Full 24 hours cumulative worksite time for externship.
6. Development of at least two lesson plans that integrate specific academic content standards, workplace competencies, and career relevance, or a counseling unit that incorporates career guidance activities (i.e. curricular pathways for specific occupations).
7. Daily documentation of the externship component through journal entries.
8. A site visitation of approximately 30 minutes to be coordinated with the course instructor.

Enclosed are a copy of (1) the course syllabus, (2) a form for selecting a career interest pathway of interest to you, (3) a description of career interest pathways, and (4) a description of the Colorado Workplace Competencies.

So that we are able to find a worksite placement in an area of interest to you, **please complete the attached *"Pathway Selection Form"* and return it (*no later than April 15, 1999*) to:**

BEST COPY AVAILABLE

Name: _____

CAREER INTEREST PATHWAY SELECTION FORM

Please return this form (*no later than April 15, 1999*) to:

So that we are able to place you at a worksite that is of interest to you for the "'99 Summer Educator Externship," **please rank the following Career Interest Pathways** (descriptions are attached) **in order from 1-6** (1 being of most interest to you and 6 being of least interest, and so forth).

CAREER INTEREST PATHWAYS

_____ Arts and Communications

_____ Engineering & Industrial Technology

_____ Human Services

_____ Natural Resources

_____ Business, Marketing, and Financial

_____ Health and Related Services

_____ **I will set up my own worksite placement.

(** Because of coordination needs, if you choose to find your own worksite placement, **you must send** the name of the business, contact person, telephone number, and address to

Career Interest Pathways

A career path is a way of grouping similar occupations and relating them to a student's interests and talents. A path is not a track; it allows for changes in direction and can lead toward several destinations. A good career path provides a sense of direction and a purpose for academic achievement so that a young person is well prepared even if she or he later chooses a different path. No one has ever been able to predict precisely where his or her own or someone else's career will lead. But if we can give more young people a better sense of what they can do in the future and what they have to do to prepare, they will be better able to make good choices.

What is:

Arts and Communications? Are you creative, imaginative, innovative and original? Do you like to communicate ideas? Occupations in this path are related to the humanities and the performing, visual, literary, and media arts. These may include architecture, interior design, creative writing, fashion design, film, fine arts, graphic design and production, journalism, languages, radio, television, advertising and public relations.

Engineering & Industrial Technology? Are you mechanically inclined and practical? Do you like to use your hands and build things? Are you curious about how things work? Occupations in this path are related to the technologies necessary to design, develop, install and maintain physical systems. These may include engineering, manufacturing, construction, service and related technologies.

Human Services? You'll find teachers, police officers, firefighters and youth workers are friendly, outgoing, understanding, and cooperative. They like helping people solve problems, and they want to make things better for others. Occupations in this career path are related to economic, political and social systems. These include education, child care, leisure and recreation services, social services, personal services, food and hospitality, delivery of goods and services, government, military, law and law enforcement.

Natural Resources? Are you practical, curious about the physical world and interested in plants and animals? Do you like to be physically active? Do you like to observe, learn, investigate and solve problems? Occupations in this path are related to agriculture, the environment and natural resources. These may include agricultural sciences, earth sciences, environmental sciences, fisheries, forestry, horticulture and wildlife.

Business, Marketing and Financial? Do you enjoy being a leader, planning activities for others, working with numbers, organizing, carrying through with an idea and seeing the end product? Occupations in this path are related to the business environment. These may include business ownership or careers in sales, marketing, computer/information systems, finance, accounting, personnel or human resource, economics, and management.

Health and Related Services? Do you like to care for people or animals who are sick? Or do you want to help them stay well? Are you interested in new diseases and how the body works? Occupations in this path are related to promotion of health and treatment of disease. Careers may be related to research, prevention, treatment, and related technologies.

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Colorado Workplace Competencies Provide Classroom Teachers 'A Place to Start' with School-to-Career Integration

To help prepare all students for training and opportunities after their K-12 years, the Colorado Department of Education developed the following five competencies to help integrate classroom learning and "real-world" workplace skills. The Colorado Workplace Competencies are based on the Secretary's Commission on Achieving Necessary Skills (SCANS) report from the early 1990's. The SCANS report surveyed thousands of employers and businesses nationwide and reported the skills necessary for employment success.

The challenge to the individual classroom teacher is to integrate these competencies into what the teacher is already doing. School-to-Career integration involves small changes in the successful learning modalities already in place in the classroom. Teachers can "bulletin board" the competencies in their classroom and teach to these competencies just like teaching and learning with the Colorado Academic Content Standards. Call students attention to the competencies when working on and completing a task and remind the students that they are using "real-world" skills and participating in an education relevant to their future and adding to their probability for becoming a successful and contributing member of a working democracy.

Communication Skills - Demonstrates the ability to receive and relay information clearly and effectively.

- Listening - receives, attends to, understands and responds to verbal and non-verbal messages.
- Speaking - Clearly organizes and effectively presents ideas orally.
- Writing - organizes and effectively presents ideas and information in writing.
- Interpreting - delineates and analyzes oral and written information and synthesizes information into a conclusion.
- Negotiating - works toward agreement while maintaining position.
- Persuading - communicates ideas to justify position, overcome resistance, and convince others.

Organizational Skills - Demonstrates the ability to effectively and efficiently operate a workplace.

- Planning - devising and outlining a process to achieve a goal and timeline.
- Time Management - applies appropriate time to task and manages multiple priorities.
- Using Resources - identifies, organizes, plans, and allocates resources.
- Systems Thinking - understands the nature of systems, develops and adapts systems to meet organizational needs.
- Evaluating - collects, evaluates, and uses data to monitor and improve performance.

Thinking Skills - Demonstrates the ability to use reasoning.

- Problem Solving - identifies and recognizes a problem, considers alternatives, devises and implements a logical plan of action.
- Decision Making - uses a process to identify goals and constraints, evaluate alternatives, and reach a conclusion.
- Creative Thinking - generates new and innovative ideas.
- Learning - uses efficient techniques to acquire and apply new knowledge and skills.
- Analyzing - identifies bias of information sources, evaluates contradictory information, and effectively manages information.
- Mathematics - performs basic computations and solves practical problems by applying appropriate mathematical techniques.

Worker Qualities - Demonstrates the characteristics of an effective worker.

- Self-management - demonstrates punctuality, readiness to work, initiative and the capacity for life long learning and personal growth.
- Team Member - contributes to group effort through cooperation and consensus.
- Responsibility - follows through consistently with honesty and integrity.
- Flexibility - shows versatility and the ability to change.
- Leadership - creates a direction vision for others to follow, aligns management methods with vision, and implements a system of accountability.
- Diversity - accepts differences and works well with individuals from a variety of backgrounds and/or with divergent philosophies or ideas.

Technology Skills - Demonstrates the ability to work with a variety of technologies and equipment.

- Computer literacy - demonstrates keyboarding skills, uses computer programs, and understands basic computer operations.
- Selects Technology - chooses appropriate procedures, tools, or equipment.
- Applies Technology - understands overall intent and proper procedures for using selected technology and equipment.
- Uses Technology Information - interprets and uses data generated from a variety of technology devices.

Note: Technology refers to any device, tool, or piece of equipment that facilitates or supports completion of work. Some examples include: machinery, computers, scientific equipment, fax machines, voice mail, overhead projectors, VCRs, cash registers, calculators, etc.

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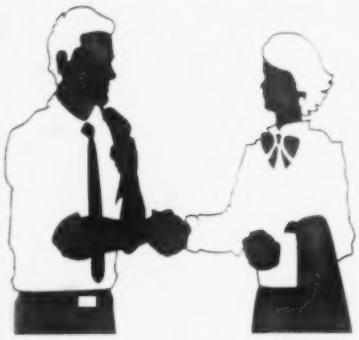
Packet Two

- Agenda
- Pre-Orientation Expectations
- PathFinder Instructions

'99 Summer Externship

June 11:	
8:30 - 9:00	Introductions
9:00 - 9:15	Agenda Review Pre-Assessments: Standards, Colorado Workplace Competencies, and Career Relevancy
9:15 - 9:30	Activity: "Changing the Way We Do Business"
9:30 - 10:00	"Integrating Career Development" - Steve Kennedy
10:00 - 10:15	Break
10:15 - 11:00	"Bringing Standards to Life" - Gail Long
11:00 - 11:30	"Contextual Learning" - Darla Bennett
11:30 - 12:00	"You Can Get There From Here" (Video)
12:00 - 1:00	Lunch (on your own)
1:00 - 1:45	"Bringing Standards to Life" - Eric Pedersen
1:45 - 2:00	Curriculum Integration Discussion
2:00 - 2:45	"Bringing Standards to Life" - Mary Ann Morning
2:45 - 3:45	Integrating an Existing Lesson
3:45 - 4:30	Review of Expectations - Creating an Integrated Lesson
June 12-19:	Minimum 24 hours at Worksite; Site Visitations by Instructor
June 24:	**8:30 - 4:30** **(CMC District Office Conference Room)**



PRE-ORIENTATION

Objectives of the Pre-Orientation:

To guide the educator through the business environment and share knowledge of:

_____ The Structure of the Organization
_____ Profile of Employees
- *Employment Opportunities in Organization
- *Educational Requirements
- *Skills and Attitudes Needed by Employees
- *Ongoing Professional Development Needs/ Opportunities

_____ Challenges Facing the Organization/Industry
_____ Competition in the Marketplace
_____ Impact of Technology
_____ Impact of Diversity in the Workplace
_____ Expectations for the Practicum (Educator and Business Mentor)

Our schedule for the additional practicum hours will be:
(a minimum of 24 hours required)

Date: _____ From _____ a.m. to _____ p.m.

Date: _____ From _____ a.m. to _____ p.m.

Date: _____ From _____ a.m. to _____ p.m.

We have discussed all of the above topics and set the above schedule for the externship practicum:

Signed: _____ _____
Workshop Participant Business Mentor

Navigating
Central Rockies PathFinder

What is Central Rockies PathFinder?

The Central Rockies PathFinder is an easy-to-use database tool which operates on the World Wide Web. This tool is used to link students, employers, teachers, parents, and staff. The Central Rockies PathFinder is a joint effort of local School-to-Career Partnerships and the Colorado School-to-Career Region Six. These local partnerships are made up of educators, parents, employers, and students working together to provide relevant career information. Participants in PathFinder's Central Rockies Partnership are: Colorado Mountain College, Eagle County STC Partnership, West Garfield STC Partnership, Steamboat Springs STC Partnership, Summit County STC Partnership, Tri-County STC Partnership, Cloud City STC Partnership (Leadville), Moffat County STC Partnership, and the Roaring Fork Valley STC Partnership.

The Basics

- Enter Central Rockies PathFinder by typing the address http://205.170.207.195.
- Use the vertical and horizontal scroll bars on your screen to see more of the screen.
- Click the Back button to move back to a page you have seen before.
- If the Back and Forward buttons are inactive simply close the current window by clicking on the x icon (upper right corner).
- * means there is a pull-down menu. Click the arrow to the right and select your choice by clicking on it once. If your choice is not listed select *.
- Click on the arrow boxes within fields to see the pull-down list of options you can select.
- Whenever your mouse pointer turns into a hand, that means there is a hot link. Simply click once to go to the next link.
- Use the Bookmark or Favorites option to create a bookmark/shortcut to a page you use often.
- If you get lost, simply re-enter the home Internet address of this system and start over.

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How to Register

1. Enter PathFinder by typing the address http://205.170.207.195 in the "location" dialog box of your Internet home page.
2. Click "Sign Me Up".
3. Complete all the templates in the informational profile.
   a. Complete your e-mail address if you have one. If not, be sure to list your mailing address.
   b. If your school does not yet have a profile select * for school name, district and type.
   c. Briefly state in the space provided why you are joining.
   d. Select "educator" as the type of member.
   e. Select where you will access PathFinder.
   f. Select the method by which you will connect to the Internet.
   g. Click "Register" once. If you haven't completed the ten required steps you will see a message stating which fields you need to fill in.
   h. Scroll down and read the PathFinder User Agreement. By completing your registration you are agreeing to abide by this document.
4. The Regional School-to-Career Coordinator will contact you with your user ID and request ID.

Approval and Activation

Once you have been approved as a registered user, you will receive TWO code numbers. They are to be used in conjunction with the password, which corresponds to your member type, or user name.

1. Password - used to access a general area (such as Employers, Students, or Schools, etc.)

USER NAME	PASSWORD
Employer	Scout
School	Ranger
Student	Lookout

2. User ID - this ID determines the type of access you have, and what you can do once you enter PathFinder. DO NOT SHARE this user ID. Security depends on your cooperation. You are responsible for online actions conducted with your ID.
3. Request ID - an ID you can use to request workbased learning placements. This number publicly identifies students throughout PathFinder so that others can communicate with them or their teachers, without actually knowing their identity.

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Searching for Information

1. Once you have entered the Employer, Educator, Student or Community Participant area simply clock on "Search" next to the type of information you seek to find.
2. You will see a Search Screen. Simply click on "Search for Opportunities" to see all the available information, or enter various criteria in the search screen to narrow your search. If you enter criteria, the system will find only that information which matches ALL the criteria you enter. There are two "Search for Opportunities" buttons, one at the top of the page and one at the bottom.
3. You will then see a Search Results Screen. This screen shows you all the available information-summarized-that matches you search criteria. Read the summaries provided here and then click in the first column of the items that look most interesting. You will then see the full profile attached to the summary.

Requesting a Workbased Learning Opportunity

If you have found a workbased learning opportunity, that matches your learning needs, interests, and your schedule, you can submit a request for that position. You must be in either the Student or Teacher area to submit a request. Teachers can submit their own request ID for teacher-related opportunities such as externships.

How to Submit a Request

Write your request ID here _____

1. Open the full profile of the externship you are interested in.
2. Scroll down to the "Submit Request" dialog box and enter your request ID.

You have now activated a request for placement.

Within the Workbased Learning Opportunity Profile (WBL), scroll down to the Submit Request section. If you see other PathFinder request ID's listed it means that other people have also requested this placement. If an ID is flashing, it means that the person has been approved for the position. If an opportunity is completely filled it will no longer be listed, so if you can see the profile, and even if others have been approved, it means space is still probably available.

After you Have Submitted a Request

The next time you log on to PathFinder, you will see a Request Center icon on the main information page. The Request Center is used to track the progress of requests or delete requests if they are no longer of interest. The Request Center Icon appears only after the user has made a placement request—and after the user has logged back on to PathFinder.

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Click on the icon to bring up the Request Center where you can check the status of the requests you have entered. A coordinator managing the opportunity you requested may have sent you a message to which you may want to respond (click "Reply"). You will see the status of your request change as appropriate.

If you have any questions, please contact

Employer Packet

- Role of Business Partners
- Sample Agenda for 24-Hour Practicum
- Preorientation Forms

Date

Name
Business
Address

Dear :

Thank you for volunteering your time and expertise to assist School-to-Career Partnerships with the '99 Summer Educator Externship. Externships provide an opportunity for dialogue between business personnel and educators that aid in establishing permanent links between the work-place and the classroom.

How many times have we heard students questioning, "Why are we doing this?", "How will I use this in my life?", "What's the point?" Students often struggle with these questions because they fail to see the relevance of what's being taught in the classroom to their limited real life experiences. The primary goal of School-to-Career is to reinforce the students' academic experiences and to show students that what they learn in school is relevant and practical. This professional development program will result in bringing knowledge of the business world into the classroom and generate an exciting learning environment.

Enclosed are materials to assist you in making this experience a success for both you and the educator. The following educator will be with you for three days between June 12-18: Todd Scholl. He will be in contact with you to schedule the pre-orientation visit and the dates and times for the 24-hour practicum.

As the Region Six School-to-Career Coordinator, I firmly believe that externships are a vital professional development experience that benefits educators, business leaders, and students. If you have any questions about the program, please give me a call. Again thank you for your participation.

Sincerely,

Enclosures

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Role of Business Partners

1. **A pre-orientation visit to guide the educator through the business environment and share knowledge of:**

   - The structure of the organization
   - Profile of employees—employment opportunities in organization, educational requirements, skills and attitudes needed by employees, ongoing professional development needs/opportunities
   - Challenges facing the industry
   - Competition in the marketplace
   - Impact of technology.
     Impact of diversity in the workplace
   - Expectations for the Practicum

2. **Establish a schedule, with the educator, for the 24-hour Practicum to include:**

   - Hands-on experience of the workplace environment
   - The opportunity to gather information to aid in the design of curriculum
   - Examples of specific academic applications (i.e. where math, science and communications are used)
   - Awareness of the workplace competencies and attitudes needed to be successful

3. **Discuss how educators and business leaders can partner.**

Impact:

- Your expertise will add value to classroom relevance in curriculum and classroom practices.
- Your assistance will help students understand needed work force skills.
- You will gain a perspective about teaching and learning in today's schools.
- You will develop personal connections with educators and students.

Sample Agenda for the 24-Hour Worksite Practicum:

Created by Bruce Miller, Public Service Company of Colorado, Summit County

Day 1		
8:00 AM	Communications - Job Briefings	Dispatch, Elec. Crews
9:00 AM	Competition in the Utility Industry	Paul Hage
10:00 AM	Organization Structure, Employment opportunities, Worker Benefits, Professional Competencies & Development, Pre-employment Screening	HR Field Rep
Noon	Working Lunch — New Construction Strategies	Planning, TOS
1:00 PM	Training, Competencies, Skills	Substations
3:00 PM	Attitude and the Customer	Engineering
5:00 PM	Adjourn	
Day 2		
8:00 AM	Profile of worker, competencies, and skills Work Ethics	Elec. Trouble
Noon	Working Lunch — Industry Challenges	Paul Hage
1:00 PM	Math & Science of Electricity	Substations
3:00 PM	Math & Science of Electicity & Gas	Engineering
5:00 PM	Adjourn	
Day 3		
8:00 AM	Impact of Technology on Transportation	Transportation
10:00 AM	Diversity in the Workplace	Gas Const.
Noon	Working Lunch - Global Competition	Cust. Service
1:00 PM	Linemen in the Classroom	Novotny
3:00 PM	Word Processing & Record Keeping	Ops Assoc.'s
5:00 PM	Adjourn	

Lesson Plan Format

(Insert picture of business mentor/s.)

Quotation:

(Insert quotation from business mentor/s.)

Bibliography:

(Insert bibliography of business mentor/s.)

Subject:	Grade Level:

Time Needed to Complete:

Academic Content Standard:

Benchmark

Colorado Workplace Competency:

Objective(s):

Learning Activities:

Materials Needed:

Assessment:

Career Relevance:

Educator Evaluation Form

'98 Summer Externship Program
Educators Evaluation Form

Now that you have completed your worksite externship visit, let us know what you thought about it. Respond to each statement below by **circling** 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I received adequate information to prepare me for my externship visits.	1	2	3	4	5
2. I believe I was able to attain my desired outcomes.	1	2	3	4	5
3. I learned how academic skills are used at worksites.	1	2	3	4	5
4. I learned what the general expectations are for being a good employee.	1	2	3	4	5
5. I would recommend participation in work site externships to other teachers.	1	2	3	4	5

Write brief responses to the following questions. Use the back or an additional sheet if needed.

6. What was the most important thing you learned during your worksite visits?

Source: "Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships." The Ohio State University Vocational Instruction Materials Laboratory.

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7. What changes do you plan to make in **what** you teach as a result of the worksite visits?

8. What changes do you plan to make in **how** you teach as a result of the worksite visits?

9. What suggestions do you have for modifying the worksite externship program—before, during, and after the worksite visits?

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Employer Evaluation Form

'98 Summer Externship Program
Business Partner Evaluation Form

Thank you for being a worksite externship partner! Please complete this brief evaluation of your experience so we can continue to improve the program. Return it to Darla Bennett, Region Six School-to-Career Coordinator, 504A 27th Street, Glenwood Springs, CO 81601 no later than Friday, July 17, 1998. For your convenience, a return envelope has been provided.

Respond to each statement below by **circling** 1 if you strongly disagree, 2 if you disagree, 3 if you are neutral, 4 if you agree, and 5 if you strongly agree.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I received adequate information to prepare me for working with visiting educators.	1	2	3	4	5
2. I believe I was able to help educators attain their externship goals.	1	2	3	4	5
3. The worksite externship program was successful.	1	2	3	4	5
4. I would be interested in participating in the worksite externship program next year.	1	2	3	4	5
5. I would recommend participation in worksite externships to others.	1	2	3	4	5

Write brief responses to the following questions. Use the back or an additional sheet if needed.

6. What did you like best about the externship program?

Source: "Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships." The Ohio State University Vocational Instructional Materials Laboratory.

7. How could we have better supported you throughout the externship experience?

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8. What about the program would you do the same way next year?

9. What would you do differently next year?

10. Might you or others in your company like to learn more about additional business-school partnership opportunities? If so, check the partnership ideas listed below about which you would like to receive more information.

host student tours/field trips
participate in a teacher-employee job swap
provide career speakers
host student worksite learning experiences
provide employees who will mentor teachers
provide summer work experiences for teachers
provide job shadowing opportunities for students
provide employees to mentor internship students
serve on an advisory committee

Contact person's name _____

Name of company _____

Phone number _____

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Reference List

References

School-to-Work Internships for Educators
Judy Ettinger, Ph.D.
Center on Education and Work
School of Education
University of Wisconsin-Madison
964 Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706-1796
(800) 446-0399 or (608) 623-2929
Fax: (6708) 62-9197
1997

Helping Teachers Connect Academics to the Workplace
An Implementation Guide for Teacher Worksite Extenrships
The Ohio State University
Vocational Instructional Materials Laboratory
1900 Kenny Road
Columbus, OH 43210-1016
(614) 292-5001
(614) 292-4277 (sales)
(800) 848-4815, ext. 2-4277
1997

Teacher Externship Guide:
Step-by-Step Procedures for Designing Externships
Boston Public Schools
Lynda Culver
Curriculum Integration Coordinator
Department of Technical/Vocational Education
75 New Dudley Street
Boston, MA 02120
(617) 635-8970 x206
Fax: (617) 635-9871

Making Standards Work!
A Teacher's Guide to Integrating Academic Content Standards and Assessments with Workplace Competencies and School-to-Career Activities
Developed by The Colorado Department of Education in conjunction with
The Colorado School-to-Career Partnership
201 E. Colfax Avenue
Denver, CO 80203
(303) 866-6715

Educator Internship Programs:
Providing a Quality Learning Experience
by Thomas Sargent and Judy Ettinger
Madison WI: Center on Education and Work
1997